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ABSTRACT

Expanding student knowledge of basic geographic concepts through fictional literature is the goal of this instructional guide. During a 2-week Global Studies Institute, held at Sturbridge, Massachusetts, teachers and librarians selected motivational books of contemporary and historical literature appropriate to middle school students and developed instructional activities to teach basic geographic concepts. The following criteria were used to select 10 books: (1) the geographic or historic elements; (2) the appeal of the characters to middle schools students; and (3) the literary quality of the fictional work. In each book, physical and/or cultural geography was to be a key factor influencing the story. The activities are designed to teach five basic geographic concepts: (1) climate; (2) economic situations; (3) physical features and distances; (4) cultural patterns; and (5) historical backgrounds. Skill development activities emphasize map reading, reading, and writing skills. (SM)

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A WORLD OF FICTION
GLOBAL INSIGHTS
IN
FICTIONAL LITERATURE

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A W O R L D O F F I C T I O N :

GLOBAL INSIGHTS

IN

FICTIONAL LITERATURE

This project was the outcome of a two-week Global Studies Institute, sponsored by the Danforth Foundation of St. Louis and held at Sturbridge, Massachusetts, in July 1986, at which a seventh grade geography teacher and a middle school librarian decided to combine their expertise to produce a series of model activities, based upon motivational fiction, to encourage the understanding of geographical concepts.

* * * * *

The materials were developed and produced through a mini-grant of the Massachusetts Global Studies Institute, funded by the Danforth Foundation of St. Louis.

BACKGROUND RATIONALE

There is a vast wealth of well-written children's literature that is set in areas of the world which are currently studied in middle school social studies classes. We are convinced that children can not only learn the basic concepts of social studies through their fictional reading, but that they will probably better retain such concepts when these are reinforced through fictional media of appeal to them. We also believe that children will reach a better understanding of the impact of geographical and historical factors when these factors impact upon specific characters about whom they are reading.

However, the project of selecting, reading and reviewing those books available, as well as developing meaningful evaluative activities for each one, is an impossible task for one teacher and one librarian working alone. If some examples of completed products were available, many teachers would find it convenient to use, adapt and expand these as supplementary materials for their classroom lessons in social studies.

* * * * * *

The activities included in this booklet were developed by teachers and librarians using recognized titles of contemporary or historical fiction. Criteria included: (1) geographical or historical elements, (2) characters of appeal to middle school students, and (3) the literary quality of the fictional work. In each book, physical and/or cultural geography was to be a key factor influencing the story.

The activities have been designed to cover such basic concepts of geography as climate, economic situations, physical features and distances, cultural patterns and historical backgrounds. Students may be asked to locate specific geographical features, to define cultural terms and make cultural comparisions and contrasts, and to use context clues and reference sources to expand their understanding of each book's theme and plot.

While the major goal of this project is an expanded knowledge of basic social studies concepts, side benefits should include an improvement in students' reading and writing skills plus a better understanding of themselves and their world through comparisons with young people in other cultural settings.

It is hoped that teachers making use of this material may contribute a "user's fee in kind" by developing at least one similar activity and submitting it to the:

Massachusetts Global Studies Institute
Winchester Public Schools
154 Horn Pond Brook Road
Winchester, MA 01890

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CONTENTS

The following books are included in the June 1987 publication of this project:

Aldridge, James -- THE MARVELOUS MONGOLIAN.
Little Brown, 1974.
(Europe, U.S.S.R., Mongolia)

Coerr, Eleanor -- SADAKO AND THE THOUSAND PAPER CRANES.
G.P. Putnam's Sons, 1977 Dell Pub. Co., 1979.
(Hiroshima, Japan)

Hamori, Laszlo -- DANGEROUS JOURNEY.
Harcourt, Brace & World, Inc., 1962.
(Hungary and Austria)

Holm, Anne -- NORTH TO FREEDOM.
Harcourt, Brace & World, Inc., 1965.
(Europe)

Knight, Eric -- LASSIE COME HOME.
Curtis Publishing Co., 1938.
(Northern England and Scotland)

McSwigan, Marie -- SNOW TREASURE.
E. P. Dutton & Co., 1942 and
Tab Books (Paperbound), 1958.
(Norway)

Tung, S. T. -- ONE SMALL DOG.
Dodd Mead & Company, 1979.
(China)

Werstein, Irving -- THE LONG ESCAPE.
Charles Scribner's Sons, 1964.
(Europe/Belgium)

Wuorio, Eva-Lis -- DETOUR TO DANGER.
Delacorte Press, 1981.
(Europe/Spain)

Stephan, Hannah -- THE QUEST
Little Brown & Company 1967

BOOK: The Marvelous Mongolian, by James Aldridge. Little, Brown & Company, 1974.

PLOT SUMMARY: In a series of letters, Baryut and Kitty follow traces of the little Mongolian horse Tachi, captured and sent to an endangered wildlife reserve in Wales, as he and his mate escape and journey across Europe and the Soviet Union in an attempt to return home.

---

1. In Chapter 1, Baryut tells Kitty that Tachi is a rare wild horse called Przevalski's horse. Look this term up in the encyclopedia and describe what Tachi looked like. Can you find a picture and compare him to our present day horses?

2. What role did horses play in the Mongolian way of life and economy? (See Chapter 1)

3. Wales is an area in small and heavily populated Great Britain. Why did the scientists select it as a location comparable to Tachi's Mongolian home? (Take notes for yourself as you read the descriptions of both places.)

4. Kitty and Baryut each live in a somewhat isolated area. How do they get to school? Is this what you would have expected when you pictured each country and its way of life?

5. What is a "collective?" (See Chapter 2)

6. What is a copse? a moor? Where might these be found?

7. Look up the following terms and "locate" them geographically:

   Shetland pony
   Skye terrier
   Celtic
   Magyar

8. Label the following places on the maps of Europe and Asia. Use a geographical dictionary to help you locate them if you have problems. For extra credit, fill in the alternate spellings where indicated by parentheses.

ASIA:

Mongolia	Miskole( )	
Ulan Bator	Kabdo( )	
Aral Sea	Kazakhstan( )	
Kuwait	Kirghizin( )	
Persia	Lipovitz( )	
Ukraine	Uman	
Sverdlosk	Cherkassy	
Kharkov		
Olga River		
Kiev		
Russia		

EUROPE:

England	Exmoor	Italy	Aix en Provence
Ireland	Newport	Belgium	Aurignac
Wales	Turin	France	Arles
Scotland	Milan	Austria	Alpes Maritimes
Isle of Man	Venice	Hungary	Provence
Newbury	Trieste	Stockholm	Verona
East Berkshire	Hamburg	Moscow	Carinthia(province)
Norfolk	Lienz	Prague	Black Mts.
Gloucestershire	Vienna	Danube River	
Dartmoor	LeHavre	Carpathian Mts.	
Rye	Budapest	Lyon	
Essex	Nimes	Grasse	
Portsmouth	Bordeaux	La Camargue	

9. Use your two maps to trace Tachi's return route. (a) Label the places where Tachi and Peep were seen and/or captured. (b) Measure approximate distance traveled by Tachi and Peep.

Sadako and the Thousand Paper Cranes by Eleanor Coerr
G.P. Putnam's Sons 1977 and Dell Pub. Co. 1979.

Before you read this book use an encyclopedia to learn something about the history of the dropping of the atomic bomb on Hiroshima. You will also wish to look up information on the disease Lukemia.

On what date does the story of Sadako begin? _____

How do the sleeping arrangements in the Sasaki home differ from your home?

_____

_____

_____

Why is August 6th celebrated in Hiroshima every year?

_____

How do you feel about "celebrating" this day?

_____

_____

_____

In Chapter 1 what did the Sasaki family eat for breakfast?

_____

_____

What food groups are included in this breakfast?

_____

_____

In Chapter 2 how does Sadako describe her memories of the atomic bombing of Hiroshima?

_____

_____

What was the "worst part" of the Peace Day for Sadako?

_____

_____

Describe in your own words the activities on the Ohta River which ended Peace Day.

_____

_____

_____

In Chapter 3 how did Mr. Sasaki respond to Sadako's being selected for the relay team?

_____

_____

How might your parents respond to your receiving an honor at school?

_____

_____

How is New Year celebrated in Japan?

_____

_____

Which parts of the Japanese New Year are like our celebration in the USA?

In Chapter 5 a "good luck charm" is given to Sadako. Describe it and the legend behind it.

In Chapter 8 Sadako's mother brought her a gift of an expensive silk kimono and dressed her in it. Why do you think she did this?

Please summarize the Epilogue if Sadako's story.

Locate and label Hiroshima on the map of Japan.

Attached is a direction sheet for making an Origami (folded paper) crane. If you are successful in your folding, your finished products can be placed at Sadako's statue in the Peace Park in Hiroshima if you send them to the following address:

1000 Crane Club
c/o Hiroshima Peace Park
Hiroshima, JAPAN

BOOK: Dangerous Journey, by Laszlo Hamori; Harcourt, Brace & World, Inc., 1962.

Please read all of the questions on this study sheet before you begin to read the Dangerous Journey.

The following cities and towns are mentioned in the story. Briefly tell what happened at each location. Put the places on the attached map.

Budapest: _____

_____

Szolnok: _____

_____

Tapioszele: _____

_____

Rakos: _____

_____

Gyor: _____

_____

Moson: _____

_____

Vienna: _____

_____

Put a star on your map where you believe Latsi crossed the border.

Make a list of the food Latsi and Pishta bought or had given to them during their journey. Compare these foods with what you might eat on a trip.

_____

_____

_____

_____

_____

_____

In Chapter 2 Latsi is counting haystacks. What does the presence of haystacks tell you about the Hungarian winter weather?

_____

_____

_____

In Chapter 4 we learn that Latsi was in grade 3 in 1949. Calculate the approximate year of the story if he is 12 when it takes place.

_____

Why do you think Pishta sang the Hungarian national anthem on the train?

_____

_____

_____

DJ/2

In Chapter 13 Latsi needs to communicate with the people in Vienna, but he speaks no German. How would you handle yourself if you were in Latsi's place?

Think back over the entire story. What rights were denied Latsi and Pishta in Hungary which you enjoy in our democracy?

BOOK: North To Freedom, by Anne Holm. Harcourt, Brace & World, 1965

PLOT SUMMARY: When twelve-year-old David escapes from the East European prison camp he has known all his life, he makes his way across Europe discovering the beauty of the outside world and learning that people can be trusted after all.

---

1. What did David use to orient himself geographically and to find his way as he traveled north?

2. What skills had he acquired in the internment camp which helped him to survive and to cope in the new and strange environment?

3. How did David learn about (a) his daily location and (b) the objects of "ordinary living?"

4. Many things which we take for granted were brand-new experiences for David. Make a list of these as you are reading the book.

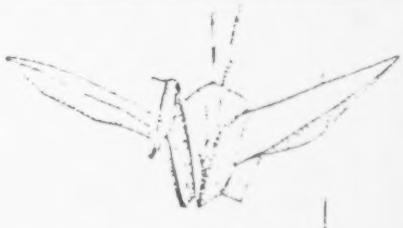
5. In the list above, which are "universal experiences" across countries and continents? Mark your list with a U. (Examples: books; how to smile; drinking milk)

6. If David had been traveling across Africa, how would his travel experiences have been made more difficult? (Look at maps of Europe and Africa and note physical features, Population density, transportation systems, etc.)

7. Label the following places on the map of Europe.

Greece	Salonika	Como
Italy	Salerno	Lugano
Spain	Naples	St. Gotthard Pass
Switzerland	Perugia	Basle
Germany	Florence	Alsace
Austria	Rome	Frankfurt
Denmark	Bologna	Kolding
England	Milan	Copenhagen

8. Trace David's route and label it as to incidents that happened to him on his travels.

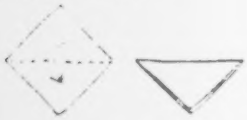


ORIGAMI CRANE

The crane is the most popular of all traditional origami figures. Follow the drawings step by step, folding as precisely as you can. Work with a large square, between 7" and 9".

Materials: Origami paper or other thin paper like flint paper or giftwrap.

1. Fold in half.

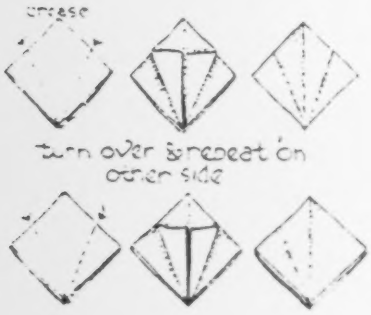


2. Crease in half again. Unfold.

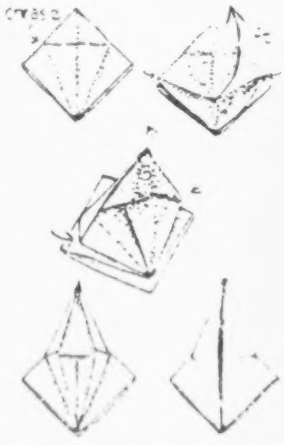
3. Open 1 corner and bring the point down. Crease the paper.

4. Turn the paper over and repeat step 3 on the other corner.

5. Crease on 1 side as shown and unfold. Turn the paper over.

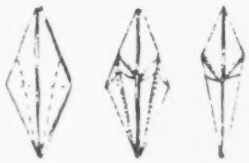


6. Crease the top and unfold. Lift the point as shown and bring the sides in. Crease neatly.



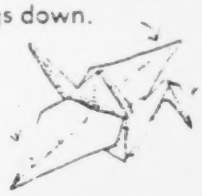
7. Turn the figure over and repeat step 6.

8. Fold the sides in to the center. Turn the figure over and repeat.

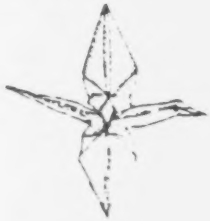


9. Crease each side as shown and unfold. Now refold both sides, inverting the folds between the front and back.

10. Fold the head and wings down.



11. Hold the crane by the wings with the underside toward you. Blow sharply into the small hole to puff out the crane's body.



LASSIE COME HOME by Eric Knight, Curtis Publishing Co. 1938.

1. Summarize the climate of Yorkshire as it is described in Chapter 1.

2. What is Mr. Carraclough's occupation? _____

3. Why was Lassie sold? _____

4. After reading Chapter 6 please describe a moor. _____

5. In Chapter 7 Joe asks his father, "Is it very far to Scotland?" As the crow flies, how far is it from the Duke of Rudling's estate near Bettyhil on the north coast of Scotland to Greenall Bridge near Queensbury in Yorkshire? Use the National Geographic Atlas in the library to answer this question.

6. At the beginning of Chapter 8 this trip is described as it would be taken by train. How long would this train trip take?

7. In chapter 12 Mr. McBane referred to a "ben". What does the Scottish word "ben" mean in English? _____

8. In chapters 12 and 13 Lassie encounters Loch Ness. Use an Atlas to learn the name of the town at the southwest end of Loch Ness where Lassie swam the river. _____

9. In Chapter 15 Lassie is captured in "the great Scottish industrial city where ships are born" What city is the text describing?

10. Again, consult the Atlas. Lassie had to swim across a river from Scotland into England. What river did she swim in Chapter 17?

LCH/2

ESSAY

All of Lassie's troubles begin because she is sold out of the family she loves. The economic problems which forced Lassie's sale still exist in England. Write two well ordered paragraphs describing the problems currently faced in England and in your concluding paragraph draw comparisons with the conditions that existed in Yorkshire in the early 1900's when Lassie's story takes place.

On the attached map draw Lassie's route home. Please note on the map where she had her major encounters with people. Label clearly.

BOOK: Snow Treasure, by Marie McSwigan; E.P. Dutton & Co., 1942 and TAB Books, 1958.

The true name and location of "Riswyk Fiord" are not revealed in the story. With the use of an Atlas choose a geographically suitable town and fiord where the story might have occured. List three facts in the story that you used to choose this location.

PLACE: _____

1. _____

2. _____

3. _____

Label your chosen location on the attached map of Norway.

What was the occupation of Uncle Victor? _____

Why might his occupation have been beneficial to the economy of Norway even if this incident had never occured?

_____

_____

_____

Using a current market value of $400 an ounce what is the value of the gold moved by the children in the story?

_____

Why don't the fiords in Norway freeze in winter?

_____

_____

In the story Norway's coasts were being mined. How would this effect Norway economically? Consider that trade, fishing, and all water travel would be impossible.

_____

_____

_____

_____

_____

Name several means of transportation used in the story. What means of transport were used by characters in the story which would not be used in your town?

_____

_____

_____

_____

_____

_____

Use a globe to measure the distance the gold traveled from your estimated location in Norway to its destination in Baltimore, Maryland in the USA.

_____

BOOK: One Small Dog, by S. T. Sung. Dodd, Mead & Company, 1971.

PLOT SUMMARY: When a campaign is initiated during the 1950's to annihilate all the dogs in China as a famine-fighting measure, Sung tries to save his little dog Lucky by finding a way to smuggle him into Hong Kong, and undergoes many adventures in the attempt.

---

1. In Chapter 4, Sung describes his impression of Hong Kong. Was Sung accurate in that city's appeal to the Chinese during that period? Why? Is this situation still true?

2. How did the Chinese in One Small Dog obtain their basic foodstuffs? (List the ways as you read the book.) What kind of labor was involved?

3. How were the pigs taken to market by Ching Chong (Chapter 6)? How would pigs be transported in the U.S.? Does the "pig trek" remind you of anything in our American history?

4. Make a list of the ways of cooking pork that Sung describes in the "feast" scene on page 63. Check in a Chinese cookbook (or on a Chinese restaurant menu) to see if these match one another in any way. What do these recipes tell you about life in China?

5. In Chapter 9, what various "treatments" does the author describe for malaria? The Chinese government instituted a scheme for providing medical services in the countryside in the late 1960's and early 70's; can you research the term used for this?

6. In Chapter 10, Sung plans how to search for Lucky. How does he organize this search? How would you organize a search for a lost dog (c) in the Lexington/Boston/ Worcester area (c) in a rural area in America?

7. In Chapter 19, Sung mentions the Great Leap Forward during Mao's time. What was this? Can you compare it with Deng's current goals in China? (Try using the Reader's Guide for recent information about China, and an encyclopedic for the Great Leap Forward.)

8. What was a "people's commune?" How did Sung's mother feel about going into one? Why? Is this pattern of social and economic organization still being used in China?

9. Sung mentions a number of places in and near China. Locate them on the map.

* Canton	* Sinkiang
Hong Kong	Yangtze River
* Kwantung Province	* Nanking
* Hankow	* Yellow River
Tibet	* Shanghai
* Peking	
Inner Mongolia	
* Wu-Han	

10. Find the current names for those places starred. (Use a geographical dictionary.)

11. Trace Sung's travels and label them with major events from the story.

BOOK: The Long Escape, by Irving Werstein. Charles Scribner's Sons, 1964.

PLOT SUMMARY: The dramatic saga of Justine Raymond as she attempts to guide fifty convalescent children just ahead of the 1940 Nazi invasion of Belgium, via Ostend and Dunquerque en route to safety in England, is based on a true story.

---

1. Use a geographical atlas to compare the map facing Page 11 to a map of Belgium. Why did the German armies use the routes they chose?

2. What was the Maginot Line? (See the Prologue.) Locate it on a map. Where was it based upon physical features, and where on political ones? Why did it fail to protect France from the Germans? (Give both geographical and technological reasons.)

3. On Page 19, the author states that Denmark's "tiny army could not stand up against the overwhelming forces" of Hitler. Using a phsyical map in the atlas, give another reason why Denmark was not able to defy the German army. Why could Norway oppose Germany for a somewhat longer period of time?

4. Look at a large map of the Netherlands (Holland). What method, unique to this country, could the Dutch plan to use to slow up the German invasion? Why didn't it work out for them in 1940?

5. Using Chapter 1, name some patterns of everyday life which resemble those in the U.S. and some which do not.

6. Use an atlas to compare the map on Page 27 with a map of Belgium. How far (in miles) did Marcel Raymond commute to his office in Brussels? (Chapter 1)

7. Copy and enlarge the map opposite Page 21. As you read the book, label your map with the various incidents which occur in the story.

8. Look up Dunkerque in the encyclopedia. What ports along the coast of England were <u>probably</u> used by the huge flotilla of small and large boats which rescued the British army from the Germans?

9. Look up the following words in the dictionary and define them:

van trek flotilla
exodus cordon

10. The book mentions all the following places in relation to the beginning of World War II. Locate and label them on the map of Europe.

Belgium	Saar Basin	Oslo	Calais
France	Maginot Line	Amsterdam	Boulogne
Holland	Albert Canal	Rotterdam	Dunkerque
Germany	Meuse River	Antwerp	Abbeville
Austria	Ardennes Mountains	Brussels	Louvain
Czechoslovakia	Moselle River	Aachen	Pas de Calais
Poland	North Sea	Bruges	Malo-les-Dains
Luxembourg	Hook of Holland	Warsaw	Wieuport
Denmark	Somme River	Mayot	Dover
Norway	Copenhagen	Flanders	
Ruhr Valley	London	Ostend	

BOOK: Detour to Danger, by Dwe-lle Wuorio. Delacorte Press, 1981.

PLOT SUMMARY: Asked to check on his aunt's villa in a small Spanish town, Fernando discovers a mysterious group of international neo-Nazis whom he suspects of plotting an assassination, and attempts to circumvent them with the help of his friend Ana-Maria and a young gypsy boy who has been orphaned by the terrorists.

---

1. In the Prologue, Nando complains that "foreigners always think that if you are going to Spain, every place is right on your way," and mentions Andalusia, Catalonia and Ibiza in the Balearic Islands. Use an atlas to locate these places. What are the distances involved between them?

2. At the beginning of Chapter 1, Nando praises Interrail and its services. Do we have a similar train service in the U.S.? What services does it offer?

3. When Nando first sees the "odd group of men (page 8), he makes inferences about them he calls "stereotypes." (a) Define this term. (b) By the end of the book, what has he found out about the nationalities of (1) The Lawyer (2) The Golden Boy (3) The Hustler (4) The Hippie? (Make notes as you read the book.)

4. In Chapter 1, Nando and the truck driver discuss the Basque troubles. Note that this book was written in 1981; use the Reader's Guide or a similar source to look up current information about the Basques and find out whether terrorism is still going on there today. (Extra credit: Use a historical atlas and see if you can find out why the Basques may feel strongly about their independence.)

5. Why did the American boys want to visit San Fermin and Pamplona? (Chapter 2). Use an encyclopedia index to locate two reasons for their fame. (Clue: try the WORLD BOOK Index.)

6. On pages 24-25, the author discusses the Spanish Civil War. When did King Don Juan ascend to the Spanish throne? What reforms were undertaken by him? How does this relate to the plot of the book? (See: the "nest of Nazis" described in Chapter 10; also see pages 103-104.)

7. Using an historical atlas or an encyclopedia article on Spain, find the extent and dates of (a) the Roman occupation and (b) the Moorish occupation. What was Spain's situation during World War II?

8. What evidence is shown on pages 64 and 65 of a strong contemporary North African influence in Spain?

9. In Chapter 9, Nando, Angelito and Ana-Maria go to buy stamps. Where do they buy them? Do we have any similar stores in the U.S.? Where?

10. Use an encyclopedia to trace the origin and history of the swastika. What role does it play in modern European history? (See Chapter 10)

11. Write two paragraphs about the history of gypsies in Europe. Use an encyclopedia, the card catalog or the National Geographical Index as your sources. Why did the "neo-Nazi" group harass the gypsies so severely in the story?

12. Define the following. (Use a Spanish dictionary where necessary)

tonto	bodega
kiosk	loggia
feria	ayuntamiento
tasca	romeria
paella	finca
tapas	chico
Mudegar	Guardia Civil
sangria	flamenco
fiesta	Moors
caballero	djellabah

13. Locate and label the following on the map of Europe. Trace Nando's route.

Scotland	Loire Valley	Tarragona
England	Basque area	San Fermin/Pamplona
France	Paris	Madrid
Spain	Andalusia	Valencia
(Africa)	Balearic Islands	Zaragoza
Iberian Peninsula	Ibiza	Barcelona
Greece	Heathrow Airport	Meseta
Bay of Biscay	Dover	Teruel
Pyrenees	Calais	Granada
Coata Brava	Bolbao	Cordoba
Costa de Solo (del Sol)	Vitoria	Guadalmedina
Ebro River	Hendaye	Torremolinos
Sierra Nevada	Malaga	Herrara
The Meseta	San Sebastian	

The Quest by Hanna Stephan Little, Brown and Company 1967

At the end of this set of questions is an outline which should be completed as you read. Before you begin the reading note the categories into which you will be grouping information. Complete the chart as you read about Peter and his travels.

1. Consult an Atlas map of E. Germany and choose a small town which has a major RR leading to the U.S.S.R. and a river on its east side where you think Peter might have lived as a child. _____
2. What country did Peter travel through on his train trip from E. Germany to his new home in the U.S.S.R.?_____
3. What water body lies south of Orenburg?_____
4. To whom did Ibrahim pray each morning? _____
5. Describe some of the tasks performed be Fatima as a Kirghiz woman and mother._____

   _____

   _____
6. What jobs did Peter and the Kirghiz boys perform for the family?_____

   _____
7. The Greeting and Blessing of the Kirghiz men was, "Are your arms well and are your legs well" or "May your arms and legs be well" Think about the role of men in the Kirghiz society. Why was that blessing a good one?_____

   _____

   _____
8. Write a blessing which would be appropriate for your friends in this school._____

   _____
9. In Chapter 12 Peter felt "indignant" about Fu Tsin's response to the plight of the poor people in the flood. Why was Peter indignant?_____

   _____
10. Why wouldn't Peter's Chinese brother Ling have had such a conversation with his grandfather?_____

    _____

11. To whom did Tsin and Ling pray at the Temple?_____

_____

12. Choose a city along the central Yangtze River where you think the Li family might have lived._____
Justify the evidence for your selection._____

_____

_____

13. Why do you think the Dalai Lama wanted to meet Peter? _____

_____

_____

14. In each country Peter wore the clothing of the people of that culture. Draw and color clothing on the enclosed paper doll so that he is wearing at lease on item from each culture visited by Peter.

15. In his travels Peter encountered many different foods and eating methods. "Good manners" varied from place to place. When Peter reached home in Germany his taste in food and his table manners were probably a great mixture of all he had encountered. Write a paragraph telling what Peter might have liked to eat and describe how he might have eaten it.

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Country	Climate & Land	Town	House & Furnishings	Clothes	Food	Useful Sayings
Germany						
Russia						
Kirghiz						
China						
Tibet						
India						
Egypt						

Map Peter's route: Develop a key which will show the method of transportation used on each leg of his journey.

Start: His actual village is never named in the book, but we learn that it is in E. Germany, that a large river flows a short distance to the East, and that it is on a major rail line with through track all the way to the U.S.S.R.

Go by rail to Orenburg, U.S.S.R.

Go by rail to a Kirghiz encampment on the steppes near a rail line with direct connections back to Orenburg. (Again, the exact location is not mentioned)

Go by camel caravan to a city on the middle region of the Yangtze River in China - Possibly Chungking (Chungquing)

Go by boat upstream on the Yangtze to its source

Go by horse south through Tibet to Lhasa

Go by yack south into Bengal (now Bangladesh)

Go by car to Benares (Varanasi) on the Ganges River

Go by train to Bombay

Go by Boat across the Arabian Sea to Aden and through the Red Sea and Suez Canal to Alexandria Egypt.

Go up the Nile in a falucca to a hotel beside the Pyramids of Giza

Fly home to Germany